



(KS1) FABULOUS FARMING











What is this Wisdom quest about?


In this learning quest children will learn about their own locality and them as individuals in their families. Children will learn the importance of farming in the Staffordshire moorlands and across the country and the world. They will examine where their food comes from and the benefits and challenges of farming to provide food. In History they will study farming implements to learn how farming has developed with new machinery and technology. They will learn through Geographical study how the landscape is suited for farming and how it has been adapted over time. They will look for clues on maps and on fieldwork in the local area. In Science children will study food chains in the farm environment and how farms are sustained through the offspring of farm animals.


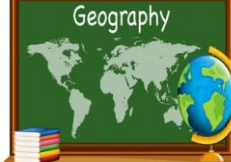

Children will gain an understanding of farming as a career path and the many skills needed to work in this area. They will develop a sense of economic awareness as they learn how hard farmers work for often little gain, they will also learn of the environmental issues around farming and food.





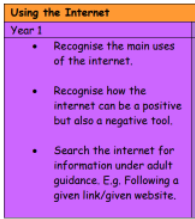
This study of farming will promote a love and care for the environment and an appreciation of God's creation through RE lessons. Children will explore how we could start a school farm and what we would need to do to make it a success.

 Big Question	 Quest Characters	Core Value
How do you start a farm? 		Intro to all Core Values 
Global Education 	Learning behaviour Intro to all learning behaviours 	British Values Democracy 

KEY AREAS OF LEARNING Engage, innovate and express

 Link to Scripture: Big question: Awe and wonder:	Living things on farms Year 1 Scientific Investigation <ul style="list-style-type: none"> I can identify and classify living things. Living Things <ul style="list-style-type: none"> I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. I can identify and name a variety of common animals that are carnivores, herbivores and omnivores. Year 2 Scientific Investigation <ul style="list-style-type: none"> I can identify and classify living things. Living Things <ul style="list-style-type: none"> I can describe how animals obtain their food from plants and other animals. I can use the idea of a simple food chain and identify and name different sources of food. I notice that animals, including humans, have offspring which grow into adults. 	Key Knowledge Describe what a carnivore, herbivore and omnivore are. Give 3 examples of each. How can you tell if an animal is a carnivore or a herbivore? Skills I can put the animals that live on a farm into groups and name them.
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 <p>Scripture:</p> <p>Big question:</p>	<p>Farming in the Past Year 1 Chronological Understanding</p> <ul style="list-style-type: none"> I can sequence events in my life. I can sequence 3 or 4 artefacts from distinctly different periods of time. I know what older artefacts were used for. <p>Historical Enquiry</p> <ul style="list-style-type: none"> I can find answers to simple questions about the past from sources of information e.g. artefacts. I can ask questions about sources of evidence. <p>Local Area – Farming Year 2 Chronological Understanding</p> <ul style="list-style-type: none"> Sequence artefacts closer together in time. Use common words and phrases relating to the passing of time. Know how the local area is different to the way it used to be a long time ago. <p>Historical Enquiry</p> <ul style="list-style-type: none"> Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. Ask questions which show knowledge and understanding of key features of historical events. <p>Challenge</p> <ul style="list-style-type: none"> Observe small details – artefacts, pictures. Select and record information relevant to the study. Begin to use the library and internet for research. 	<p>Key Knowledge Talk about different times in your life in order. Describe 3 artefacts for farming from the past. Talk about how they were used and when.</p> <p>Skills I can use pictures and books to find the answers I need. I can look at a picture or artefact and ask questions about it.</p>
 <p>Link to Scripture:</p> <p>Big question:</p>	<p>Farming Landscapes Year 1 Geographical Enquiry</p> <ul style="list-style-type: none"> I can ask and respond to simple closed questions in a teacher led enquiry. I can use information books/pictures as sources of information. I can investigate my surroundings. I can make observations about where things are e.g. within school or local area. <p>Direction/ Location</p> <ul style="list-style-type: none"> I can follow directions (Up, down, left/right, forwards/backwards)below/ next to. I know my address including post code. <p>Year 2</p> <ul style="list-style-type: none"> I can ask simple geographical questions; Where is it? What's it like? I can use NF books, stories, maps, pictures/photos and internet as sources of information. I can investigate my surroundings. <p>Direction/ Location</p> <ul style="list-style-type: none"> I can follow directions (as yr 1 and inc'. NSEW) I recognise NSEW on a compass. I can use large scale OS maps. I am beginning to identify features on aerial/oblique photographs. 	<p>Key Knowledge What is your address and postcode? How do we know the village of Warslow is used for farming? Which features on maps and photographs show us that it is? What features make Warslow good for farming?</p> <p>Skills I can follow the instructions of another child or my teacher.</p>
	<p>Painting Focus CLARICE CLIFF Ceramic designer (Tunstall) DAVID HOCKNEY – Farm scapes Year 1</p> <ul style="list-style-type: none"> I can use a variety of tools and techniques including the use of different brush sizes and types. I can mix and match colours to artefacts and objects. I can work on different scales. 	<p>Key Knowledge Who is David Hockney? What is he famous for? Who was Clarice Cliff? Why was he important for our local area?</p> <p>Skills</p>

	<ul style="list-style-type: none"> • I can mix secondary colours and shades • using different types of paint. • I can create different textures e.g. use of sawdust. <p>Year 2</p> <ul style="list-style-type: none"> • I can mix a range of secondary colours, shades and tones. • I can experiment with tools and techniques, inc. layering, mixing media, scraping through etc. • I can name different types of paint and their properties. • I can work on a range of scales e.g. large brush on large paper etc. • I can mix and match colours using artefacts and objects. 	<p>I can paint a design using a range of techniques inspired by farmland.</p>
	<p>COOKING and NUTRITION – Field to Fork</p> <p>Year 1</p> <ul style="list-style-type: none"> • I am beginning to understand that all food comes from plants or animals. • I can explore common food sources (e.g. from food or animals). • I am starting to understand how to name and sort foods into the five groups in (e.g. could use the ‘The Eat well plate’). • I know that everyone should eat at least five portions of fruit and vegetables every day (check current guidelines!) • I know how to prepare simple dishes safely and hygienically, without using a heat source. • I know how to use techniques such as cutting, peeling and grating. • I can measure and weigh food items using non-standard measures (e.g. spoons and cups). <p>Year 2</p> <ul style="list-style-type: none"> • I understand that all food comes from plants or animals. • I am developing an understanding of where different foods come from (e.g. foods which are farmed, grown elsewhere (e.g. home) or caught) and also food from native to different countries. • I understand how to name and sort foods into the five groups in (e.g. could use the ‘The Eat well plate’) • I know that everyone should eat at least five portions of fruit and vegetables every day (check current guidelines!) • I recognise the need for a variety of food in a diet. • I can demonstrate how to prepare simple dishes safely and hygienically, without using a heat source. • I can demonstrate how to use techniques such as cutting, peeling and grating. 	<p>Key knowledge What foods come from a farm? What meal could you make from farm foods? How do you make sure you are eating healthily? Name 3 things I need to do to make sure my food preparation is clean.</p> <p>Skills I can sort foods into five groups. I can peel and cut vegetables and fruit. I can measure and weigh foods.</p>
	<p>Theme: CREATION Key Question: Who made the world? (Core) Religion: Christianity</p>	<p>Key Knowledge Skills</p>
	<p>Computing systems and networks</p> <p>Year 1 Technology around us Recognising technology in school and using it responsibly. s https://www.abeya.com/games/find_the_tech</p>  <p>Managing Online Information</p>	

I can talk about how I can use the internet to find things out.	I can use the internet to find things out.
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Managing Online Information		
I can identify devices I could use to access information on the internet.	I can use simple keywords in search engines.	
I can give simple examples of how to find information (e.g. search engine, voice activated searching).	I can describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable worried or frightened.	



Big question:

Relationships (Family)
Year 1

- I can talk about the people who care for me and give me love, and the things that they do to share that care.
- I can talk about the ways that I might show that I enjoy being in my family.
- I can show that I understand that different people have different kinds of families (including single parents, same-sex parents, step-parents, blended families, foster parents, multi-generational families).
- I can talk about what is the same across all families.
- I can say who I might go to for help if I feel unsafe or unhappy in my family.

Key Knowledge

Who would you go to for help if you felt unsafe? Talk about someone who loves you and say what they do to show you they care.

What similarities do all families have?
What differences do families have?

Skills

I can listen to and show respect for the family lives of others.



THE GLOBAL GOALS
For Sustainable Development



Be conscious of packaging – the less the better!



Buy second-hand whenever you can.



Do some research and buy from companies you know have sustainable practices and don't harm the environment.



Download and use food sharing applications. You can download apps to donate your leftover food and decrease the amount of food waste you produce.



Choose reusable products. Use an eco-bag for shopping, a reusable water bottle or a cup to reduce your plastic waste.



Advocate for corporate responsibility. Join petitions and campaigns calling out businesses with unsustainable practices.

Possible Texts

- Charlottes Web
- Superworm
- The scarecrow's wedding
- The Scarecrows Hat Click
- clack moo – cows that type

	<p>Farmer Duck Shaun the Sheep Owl Babies Goodnight Tractor The Pig in the Pond All pigs are beautiful Town mouse and country mouse Authors – Dick King Smith Beatrix Potter Tractor Ted Farming fairytales: Enormous turnip/ Chicken Licken /3 little pigs/ Little Red Hen Where my wellies take me – poetry – Michael Morporgo Goodnight tractor Usbourne Farm tales – phonically decodable William Bee's Wonderful world of Tractors and Farm machines</p>
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